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AUTHOR	Jacobson, Tamar
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ABSTRACT

Despite having a genuine concern about racism and oppression, many early childhood teachers encounter significant feelings of discomfort as they try to implement antibias values in their classrooms. Based on the view that it is not possible to authentically teach children about acceptance without engaging in reflection upon one's own values and experiences, this book is primarily intended to help early childhood teachers learn how to examine what stands in their own way as they try to implement antibias values and practices. The book's focus is on teachers' and teacher educators' discomfort as they become aware of their own biases, and uses the author's self-reflection to illustrate the value of working through personal issues to strengthen one's work. Following the introductory chapter discussing teachers' responsibilities and opportunities for consciousness raising, Chapter 2 discusses the nature of bias, patriarchy, and white privilege. Chapter 3 explores ways to confront the personal discomfort from various biases. Chapter 4 examines, in depth and at a personal level, the issue of teachers' self-esteem. Chapter 5 relates the story of an antibias support-supervision group created by early childhood teachers and administrators for the purpose of understanding personal bias. Chapter 6 focuses on the courage involved in antibias work and the need to develop empathy in order to develop compassion. The book concludes by reiterating that confronting the discomfort that bias causes teachers can clear the way for the development of an ideal early childhood program. (Contains 97 references.) (KB)

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